



Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2024-2025

Counseling & Clinical Psychology

Department Information:

- [Counseling & Clinical Psychology ... 2](#)

Programs:

- [Clinical Psychology ... 3](#)
- [Counseling Psychology ... 21](#)

The Department of Counseling & Clinical Psychology

Our Mission

The Department of Counseling and Clinical Psychology prepares students to investigate and address the psychological needs of individuals, families, groups, organizations/institutions, and communities. The Program in Counseling Psychology focuses on normal and optimal development across the lifespan, with particular attention to expanding knowledge and skills in occupational choice and transitions and multicultural and group counseling.

The Program in Clinical Psychology provides rigorous training in both contemporary clinical science and intervention. Increasingly, both aspects of this training have been focused on the needs of at-risk children and adolescents. The clinical component of the program reflects an ongoing psychodynamic tradition with additional opportunities for training in other theoretical models.

Thus, students in this Department are trained to become knowledgeable and proficient researchers, to provide psychological and educational leadership, and to be effective practitioners. Specifically, graduates from these Programs seek positions in teaching, research, policy, administration, psychotherapy, and counseling.

Clinical Psychology

Department of Counseling & Clinical Psychology

Program Description

Master's Program

The Master of Arts degree in Psychology in Education is designed to provide students with a foundational knowledge of psychopathology, treatment theories, and research methods. The degree program also provides focused engagement with specific content areas in clinical psychology in the form of areas of focus, which are suites of 4 courses that students may take to deepen their understanding of a specific content area.

The degree program is appropriate both for students who have obtained undergraduate degrees in Psychology and for those with a more limited background in the field. Students will have the opportunity to develop the critical thinking skills needed to interpret scientific knowledge, to review traditional and contemporary treatment models, to engage in innovative research, and to seek out fieldwork and research opportunities throughout New York City.

During their tenure, students are closely guided by the master's degree program advisors. Advisors are doctoral-level students who provide guidance and support to M.A. students in course selection, the development of their integrative projects, clarifying students' academic goals, the application process for doctoral programs, and professional development.

It is important to know that graduates of this academic M.A. degree program are not trained for the independent practice of psychotherapy or psychological assessment. For this, a doctoral degree is typically required. Our graduates are very successful in gaining admission to Ph.D. and Psy.D. programs across the United States, and often find employment in research centers, social service agencies, non-profits, community colleges, and hospitals.

While areas of focus are not mandatory, they are helpful for streamlining the academic experience. Students may take the majority of their courses in the following areas of interest:

- Child and Family
- Community Psychology and Mental Health Services
- Forensic Psychology
- Global Mental Health and Trauma

- Health Psychology
- Neuropsychology and Neuroscience
- Psychotherapy and Psychoanalytic Perspectives
- Research Methods
- Sexuality, Women and Gender
- Spirituality Mind Body Practices
- Technology and Clinical Psychology

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document.

Doctoral Program

The Clinical Psychology Program offers a course of scientist-practitioner education leading to the degree of Doctor of Philosophy (Ph.D.). The Master of Science (M.S.) and Master of Philosophy (M.Phil.) degrees are earned en passant.

Graduates from this program seek positions in teaching, research, policy, administration, and psychotherapy. Completing a 95-point doctoral degree, including an internship, typically takes five to seven years. Practicum work is done in the Teachers College Dean Hope Center for Psychological and Educational Services (Director: Dr. Dinelia Rosa).

Our scientist-practitioner model means that we are dedicated to training students to generate empirically-based knowledge in clinical psychology and to perform clinical work that is constantly informed by traditional and emerging scholarship in the field. We fully expect our students to learn to expertly produce, analyze, and present scientific material. We also expect our students to become proficient at providing clinical services to a diverse population. Furthermore, we expect our students to learn to integrate these goals. Finally, we are committed to the belief that training as a clinical psychologist must be deeply rooted in psychology itself, its body of knowledge, methods, and ethical principles that form the basis and context of clinical research and practice.

Thus, the primary goal of the Clinical Psychology Program is to provide rigorous training in both contemporary clinical science and clinical assessment and intervention. The research programs of our faculty span a wide range, including studies of clinical intervention in diverse sociocultural and geographic contexts; religious and spiritual development; altruism and caregiving; emotion and coping with trauma; suicidality; adolescence; and psychotherapy process and outcome (see individual faculty web pages). Our on-site clinic, The Dean Hope Center, now functions as both a research and clinical training center. The Center is currently participating in a nationwide study of client demographics, risk factors, and mental and physical health status.

Our clinical training has an ongoing psychodynamic tradition with increasing opportunities for additional specialization in the areas of CBT and IPT therapies, child and adolescent therapy, family systems, and neuropsychological assessment. This training emphasizes intervention and assessment across the lifespan within the context of schools, families, and communities. We are committed to an enhanced focus on ethnic, cultural, and theoretical diversity not only in our curriculum and clinical training but also among our students, faculty, and clinical supervisors. Numerous practica and externship opportunities are available throughout the New York area, and our doctoral students commonly secure placement at the most competitive internship sites. It should be noted, however, that those students whose career goal is full-time private practice without a significant research commitment will find our program inappropriate for their needs.

All Clinical Psychology doctoral students are staff members in the Dean Hope Center after their first semester in the Program and carry a regular caseload of clients. The Center sponsors case conferences, at which students present and discuss cases. Clinical work is supervised by core faculty members or by adjunct faculty who are psychologists in private practice in New York. Students usually carry four clients as part of their psychotherapy practicum and receive two hours of supervision each week with two different supervisors.

Degrees

Master of Arts

Psychology in Education: General Psychology

Master of Arts

Points/Credits: 36

Entry Terms: Fall

Degree Requirements

The program for the Master of Arts (M.A.) degree in Psychology in Education requires 36 points of coursework and the Integrative Project. The program has a simple structure, in which 18 credits (6 classes) must be completed within the Psychology in Education program (CCPX). An additional 9 credits (3 classes) of Breadth Requirement must be taken at Teachers College in other Programs or Departments (e.g., Statistics in HUDM). Nine additional credits of Electives (3 classes) may be taken anywhere at Columbia University, including the Psychology in Education Program. Students typically take 3 classes per semester, over a period of 4

semesters. Although the degree can be completed in less time (e.g., 2 semesters, and 2 summer periods) it is advisable for students to allow themselves time to focus on independent research. Students may take up to five years to finish the degree program.

Transfer credits from courses taken outside of Teachers College are not accepted toward any M.A. degree program at Teachers College. Some CCPX classes may be restricted to doctoral students only. Please refer to the course schedule to determine which courses are open to M.A. students.

All students matriculating in the M.A. degree program are given a copy of the Student Handbook for the specific academic year in which they matriculate. The Handbook outlines these requirements in detail.

The Curriculum:

18 credits in Psychology in Education (within CCPX) 9 credits of Breadth (outside CCPX)

9 credits of Electives (Any graduate program at Columbia University)

Integrative Project (Independent research project)

The Integrative Project

The Integrative Project is intended to be the culmination of a student's development in the Master's degree program and represents a substantial contribution to the field. Students are encouraged to meet with the Program Director as early as possible in the development of their project to review their proposal and to identify an appropriate Sponsor, who will be the person primarily responsible for evaluation of the finished work. For more information on the Integrative Project, please see the Student Handbook.

*The Program Director or the M.A. Program Assistants are available for consultation about course selection and about the Integrative Project.

*Please note: Clinical required and elective 'topics' courses (CCPX 4199) change each year. Information about these courses can be found in the M.A. Handbook but not in the Teachers College Catalog.

Psychology in Education: Spirituality Mind Body Area of Focus

Master of Arts

Points/Credits: 36

Entry Terms: Summer

Degree Requirements

The Spirituality Mind Body Institute (SMBI) at Teachers College, Columbia University explores the intersection of science and spirituality through the framework of psychology. SMBI consists of external programming to the public, grant-funded research projects, an initiative in spirituality in education, and a graduate degree program. On campus, we are located in Horace Mann 238 (HM 238).

The Institute offers an SMB Area of Focus within the Master of Arts Degree Program in Psychology in Education. Upon completion, students will be awarded a Master of Arts degree with a major in Psychology in Education. The Psychology in Education major is housed in the Department of Clinical and Counseling Psychology.

The SMB Area of Focus is at the forefront of SMBI's pioneering mission: individual inner work, in service of collective outer change. The coursework and programming has been designed to foster academic exploration of spirituality in order to graduate an international community of inspiring thought leaders, mind-body healers, spiritual activists and visionaries.

The Master of Arts in Psychology in Education is a 36-credit degree program. It is typically completed within 1-1.5 years. The SMB Area of Focus 19-credit requirement is completed in the Incoming Year.SMB Area of Focus

SMB SUMMER INTENSIVE SEMINAR 6

SMB WINTER INTENSIVE SEMINAR 3

PRACTICUM REQUIREMENT 3-6

PROFESSIONAL INTEGRATION IN SMB ISSUES (Spirit Mind-Body Medicine) 3

SMB ELECTIVE OF CHOICE* 3

TOTAL 19

*Students may request to delay their elective of choice with written rationale and approval in the event another preferred course is being offered at a later date. All other requirements must be completed in the Incoming Year without exceptions.

NEW YORK STATE

Requirement: A minimum of 19 points must be taken in face-to-face courses. Students should keep in mind the potential opportunities and challenges if they choose to be a hybrid learner.

- Distance Learners must enroll in at least 19 credits in Face-to-Face courses located in New York State.
- Online courses that do not have an In-person NY State immersion component (hybrid classes) DO NOT count.
- Students may use non-SMB courses to fulfill this requirement.

Doctor of Philosophy

Clinical Psychology

Doctor of Philosophy

Points/Credits: 95

Entry Terms: Fall

Degree Requirements

The Program requires the following:

1. The completion of 95 points of academic credit during three to four years of residence at the College.

2. A full-time, twelve-month clinical internship during the fourth or fifth year of study.
3. An original piece of empirical research, which also serves as a qualifying paper, to be completed during the second year of study.
4. A passing grade on the certification examination (on Research Methods) during the third year of study.
5. A Clinical case presentation as well as a research presentation, during the third year, each demonstrating the student's ability to integrate theory, research, and practice.
6. A doctoral dissertation, which must be completed no later than the seventh year after matriculation.

First Year

During the first year of study, in addition to participating in a research lab, doctoral students typically take the following didactic courses: Ethical and professional issues in clinical psychology (CCPX 5030); Psychological measurement (HUDM 5059); courses on statistics and modeling; Research methods in social psychology (ORLJ 5040); Child psychopathology (CCPX 5034); Adult psychopathology (CCPX 5032); History and systems of psychology (CCPX 6020); and Dynamic psychotherapies (CCPX 5037). Students also take two semesters of psychological testing and diagnostic assessment (CCPX 5330, CCPX 5333) and a course in clinical interviewing (CCPX 5539).

Second Year

During their second year, students' didactic courses include Brain and behavior (BBS 5068, 5069); Cognition, emotion, and culture (CCPX 5020); Psychotherapy with children (CCPX 5531); Cognitive, behavioral, and interpersonal therapies (CCPX 5038); Clinical work with diverse populations (CCPX 5036); and Seminar on life course development (HUDK 6520). In addition, students sign up for a full year of research practicum with a faculty member (culminating in an empirical second-year project), a full-year adult psychodynamic psychotherapy practicum (CCPX 6335), and an additional elective full-year clinical rotation (e.g., on child and adolescent psychotherapy; on neuropsychological assessment).

Third Year

Third-year didactic courses include Group dynamics: A systems perspective (ORL 5362); and Dissertation seminar (CCPX 7500). There is also a full-year advanced psychodynamic clinical practicum (CCPX 6336) and a one-semester supervision and consultation practicum (CCPX 6333). Most students also elect a full-year family therapy practicum (CCPJ 6363).

Fourth and Fifth Year

The fourth year is typically focused on clinical externship (CCPX 5230) and extensive work on the dissertation. A full-year fourth year psychotherapy practicum (CCPX 6338) is recommended, though not required. Year five is usually spent on a full-year clinical internship (CCPX 6430).

The program allows only 12 points of graduate work from another institution to be transferred. No transfer credits are awarded for practica, workshops, or independent study.

Advanced Certificate

Sexuality, Women and Gender in Psychology and Education

Advanced Certificate

Points/Credits: 12

Entry Terms: Spring, Summer, Fall

Degree Requirements

Visit the Project Web Site

Overview

The Sexuality, Women, and Gender Certificate is the first program of its kind approved by New York State. The certificate combines 12 points of specialized curricular requirements, a research project, and a semester-long volunteer/service experience to help increase student competencies..

Students join educators, researchers, practitioners, and activists dedicated to enhancing the well-being of LGBTQ individuals and women.

Program Tracks and Courses

Starting this semester, students can either opt for the general certificate program or a more specialized curriculum by having a focused plan of study. The different foci of the certificate are:

A. General Focus

The certificate's required classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPX 4125 Women and Mental Health (original program of study as approved by NY State).

B. Reproductive And Maternal Well-being Focus

The certificate's core classes are CCPX 4125 Women and Mental Health and CCPX 4126 Mother Child Matrix.

C. LGBTQ Focus

The certificate's core classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPJ 4130 Transgender Issues in Counseling and Psychology.

Students must take nine points (e.g., three classes) within Counseling and Clinical Psychology (CCP) and six points (e.g., two classes) outside of the Counseling and Clinical Psychology Department. Additionally, students should register for zero points of independent study for their semester-long practicum/fieldwork (see below).

The following are a list of approved courses that may be used for the certificate program.

Counseling and Clinical Psychology (nine points, e.g., three classes)

- CCPJ 4050 Microaggressions in Institutional Climates
- CCPJ 4180 LGBT(Q) Issues in Psychology*

- CCPJ 4030 Transgender Issues in Counseling and Psychology
- CCPJ 4165 Consultation in Community Agencies and Resources
- CCPJ 5164 Multicultural Perspective in Counseling and Psychology
- CCPJ 4068 Counseling Women
- CCPX 4125 Women and Mental Health*
- CCPX 4126 The Mother-Child Matrix: Developmental and Clinical Implications
- CCPX 4036 Psychology of Human Intimacy

* Denotes that this course is available in an online format.

Courses Outside CCP (six points, e.g., two classes)

The following list is not comprehensive and continues to expand and grow each semester. Be sure to check the course catalog for updates.

- HUDK 5123 Psychological Development of Women
- HBSS 4122 Women's Health
- HBSS 4133 Human Sexuality Education*
- HBSV 4011 Women and weight, eating problems and body image
- C&T 4032 Gender Difference and Curriculum
- ITSF 5008 Gender, education and international development
- A&HB 4140 Latina Narratives
- A&HF 4130 Gender & Violence (3)

Students should register for zero points of independent study, via either of these course codes, when they complete their semester long practicum/fieldwork volunteer:

- CCPJ 6902 Independent Study (along with semester long practice/volunteer)
- CCPX 4900 Independent Study (along with semester long practice/volunteer)

Research Project

Students completing the certificate program will also be required to complete a research project that increases their knowledge and awareness of a chosen domain of interest (as it pertains to sexuality, women and gender). Some examples of appropriate research project topics include: understanding the relationship between minority stress and attachment satisfaction of sexual minorities; the impact of gender discrimination on career satisfaction of women in male dominated professions; understanding the link between first generation female college students and academic self-efficacy; understanding marginalization faced by partners of transgender individuals.

Semester Long Volunteer/Service Experience

The certificate program in Sexuality, Women and Gender is strongly committed to social justice and multiculturalism as it pertains to issues of equity and access for sexual and gender minorities and women. In the spirit of this commitment, all candidates for the certificate program will be expected to complete a semester-long volunteer/service experience in an agency that serves the aforementioned populations.

Faculty

Faculty

- George A. **Bonanno** Professor of Clinical Psychology
- Christine Boram **Cha** Honorary Research Associate Professor
- Barry A. **Farber** Professor of Psychology and Education
- Ayorkor **Gaba** Assistant Professor
- Douglas **Mennin** Professor of Clinical Psychology
- Lisa Jane **Miller** Professor of Psychology and Education
- Helen **Verdeli** Associate Professor of Psychology and Education

Lecturers

- Matthew Paul **Blanchard** Clinical Psychology - Masters Degree Director/Lecturer
- Daniel Joseph **Tomasulo** Lecturer

Adjunct Faculty

- Richard **Angle** Adjunct Assistant Professor
- Susan Ann **Bodnar** Adjunct Associate Professor
- Allison Casta **Branch** Adjunct Assistant Professor
- Bj **Cling** Adjunct Associate Professor
- Jeffrey Raymond **Cole** Adjunct Assistant Professor
- Joseph Carl **Geraci** Adjunct Assistant Professor
- Simone **Hoermann** Adjunct Assistant Professor
- Deborah F **Joffe** Adjunct Assistant Professor
- Mark **Kuras** Adjunct Assistant Professor
- Judith **Kuriansky** Adjunct Professor
- Christa Dawn **Labouliere-Edwards** Adjunct Assistant Professor- Fall 2024
- Jonathan **Lam** Adjunct Assistant Professor
- David **Livert** Adjunct Assistant Professor
- Sari **Locker** Adjunct Associate Professor
- Vinus **Mahmoodi** Adjunct Assistant Professor
- David M. **Mantell** Adjunct Assistant Professor
- Nancy E. **Nereo** Adjunct Assistant Professor
- George Coolidge **Nitzburg** Adjunct Assistant Professor
- Elizabeth Ann **Owen** Adjunct Associate Professor
- Dinelia **Rosa** Director
- Paul Steven **Saks** Adjunct Assistant Professor- Fall 2024

- Derek H **Suite** Adjunct Assistant Professor
- Richard **Waxman** Adjunct Associate Professor
- Scott Thomas **Wilson** Adjunct Assistant Professor

Courses

BBS 5068 - No Title Found in Banner

An introduction to communication within the nervous system and functional brain neuroanatomy. Examination of chemical circuits in the brain and associated pathologies, such as Parkinson's disease, Tourettes, schizophrenia, depression, and anxiety.

BBS 5069 - Brain and Behavior II: Perception, Emotion, Memory and Cognition

An introduction to brain processes associated with perception, emotion, memory and cognition. Consequences of damage to these neurobehavioral processes are examined through reading and discussion of clinical case studies. This course is offered after Spring Break following on from BBS 5068 (Brain and Behavior I: Anatomy and Physiology). Students normally take the two courses in sequence for a total of 3 points, which are distributed across the two courses (2+1 or 1+2). The same main textbook is used across the two courses.

CCPJ 6363 - Advanced group and family systems practicum

Permission required. Prerequisites: CCPJ 5025. (Year Course). Advanced group supervision to provide service to clients in the Dean Hope Center and/or outside agencies.

CCPX 4000 - Introduction to applied psychology

This course is designed to provide an introduction to multidisciplinary approaches to mental health including clinical psychology, school psychology, and pediatric psychology.

CCPX 4010 - Social problems for clinical psychologists

Psychological perspectives on social problems such as eating disorders, domestic violence, AIDS and HIV infection, and mental health in late life.

CCPX 4030 - Psychology of adjustment

Healthy and pathological adjustment throughout the lifespan: stress, defense mechanisms, and coping.

CCPX 4032 - Assessment and treatment of alcohol and chemical dependency

Overview of the clinical principles governing assessment and treatment of addictive disorders; stages of addiction; issues of comorbidity; resistances to treatment.

CCPX 4035 - Personality and behavior change

Seminar covering the major theories of personality; mechanisms of behavioral change. This course will provide an introduction to the classic psychological theories of personality by considering the contributions of some of the great creative thinkers in this field including Freud, Jung, Horney, Maslow, Rogers, Erikson, Allport, Cattell, and Skinner.

CCPX 4036 - Psychology of human sexuality

This course teaches issues related to human sexuality, emphasizing the psychological perspective, while including biological, social, and cultural factors. We will address how to apply information about human sexuality to education, counseling, and therapy. Some topics include sexual development from childhood to adulthood, sexual orientation, gender identity, sexual health, reproduction, sexual behaviors and lifestyles, sexual dysfunction, sexual victimization, and more.

CCPX 4037 - Introduction to cognitive behavior therapy (CBT)

Overview of the essential principles and techniques of CBT for mood and anxiety disorders.

CCPX 4038 - Comparative psychotherapies

Survey and analysis of representative psychotherapies in current practice: psychoanalytic, neo-Freudian, Gestalt, Jungian, client-centered, existential, behavior therapy, and others.

CCPX 4039 - Critical Perspectives on Non-Traditional Psychotherapies

Overview and evaluation of nontraditional treatment approaches including existential, Jungian, spiritually-oriented, holistic, and transpersonal psychotherapies, Ericksonian hypnosis, and Eastern-oriented models.

CCPX 4060 - The psychology of loss and trauma

Focus on how humans cope with significant losses and trauma: historical developments, recent empirical advances, cross-cultural variations, and clinical and social implications.

CCPX 4120 - Psychotherapy through fiction and film

Psychotherapy, the therapist, and psychopathology as reflected in current fiction and film.

CCPX 4125 - Women and mental health

Examination of a range of theories of women's psychological development, interpersonal experience and social roles, as well as the intersection of women's biology and health with psychological status.

CCPX 4126 - The mother-child matrix: Developmental and clinical implications

The mother-child relationship: Implications for development and influence on clinical theory and practice, focus on theories of parenting, ruptures in the relationship and therapy with mothers and children.

CCPX 4150 - Introduction to forensic psychology

The practice and application of forensic psychology to medical-legal problems and nomenclature in diagnosis, evaluation, assessment, treatment, and testimony regarding criminal behavior, psychopathology, and civil, family, and criminal law.

CCPX 4230 - Fieldwork in applied psychology

Supervised practice in field placements for M.A. students in applied or general psychology.

CCPX 4542 - Introduction to contemporary psychoanalytic thought

Examination of current psycho-dynamic ideas, including object relations theory, self-psychology, theories of narcissism, borderline pathology, and the nature of the therapeutic relationship.

CCPX 4900 - Research & Independent Study: Clinical Psychology

Permission required.

CCPX 5020 - Cognition, Emotion, and Culture

This course covers the impact of overwhelming emotions on human health and self-regulatory responses. The role of culture in these responses is explored, as well as historical context and theoretical perspectives.

CCPX 5030 - Ethical and professional issues in clinical psychology

Limited to doctoral students in clinical psychology. Orientation to program and field; ethical and professional issues.

CCPX 5032 - Adult psychopathology

Major clinical disorders of adulthood viewed from clinical and research perspectives; current issues in diagnosis and treatment.

CCPX 5033 - The evolution of Freud's psychological theories

Intensive examination of selected psychological works of Sigmund Freud from 1892 to 1940, focusing on theoretical innovations, modifications, and elaborations.

CCPX 5034 - Child psychopathology

Major clinical syndromes of childhood and adolescence viewed within the context of normal development. Consideration of various theoretical, diagnostic, etiological, and therapeutic viewpoints.

CCPX 5036 - Clinical work with diverse populations

Permission required. An experiential seminar for practicum students in Clinical and Counseling Psychology who are working with clients different from themselves.

CCPX 5037 - Dynamic psychotherapies

Theories and approaches of contemporary psychodynamic psychotherapies. Covers Time-Limited Dynamic Psychotherapy (TLDP) and Accelerated Experiential Dynamic Psychotherapy (AEDP) among other recent approaches.

CCPX 5038 - Cognitive, behavioral, and interpersonal therapies

Open to doctoral candidates in psychology, others by permission. Introduction to theory and technique underlying treatment within the following modalities: Cognitive, Behavioral, Interpersonal, and Short-Term Psychodynamic. The course will explore the application of these various treatment approaches to a range of disorders including depressive disorders, anxiety disorders, OCD, and schizophrenia.

CCPX 5039 - Empirical bases of psychotherapy

Open to doctoral candidates in psychology; others by permission. (Prerequisite: CCPX 4038). Analysis of research efforts concerned with investigating the process and outcome of psychotherapy. Emphasis on client, therapist, and system variables that contribute to the probability of therapeutic success.

CCPX 5040 - Development and psychopathology: Atypical contexts and populations

Using contemporary research as the basis, the focus is on the interface between classical developmental psychology theories and patterns of development identified in atypical contexts (e.g., poverty) and among atypical populations (e.g., resilient youth). Implications for interventions and policy are also discussed.

CCPX 5045 - Psychotherapy, religious diversity, and spirituality

This course will focus on the role of religion and spirituality in psychotherapy. Research, theory and case material will be used to clarify healing dimensions of religion and spirituality. Discussion will focus on a re-examination of models of psyche and goals of treatment.

CCPX 5102 - Research and clinical applications of DSM-IV

Diagnostic, clinical, and research applications of the DSM-IV; ethical, cultural, and gender issues in the diagnostic process.

CCPX 5110 - Research apprenticeship

Permission required. Involvement as a research extern in community agencies or as a research assistant to departmental faculty.

CCPX 5230 - Fieldwork in clinical psychology

Limited to doctoral candidates in clinical psychology. Supervised practice in field placements. This course requires a minimum of 27 hours per week of out of classroom work.

CCPX 5330 - Principles and techniques of clinical assessment

Limited to doctoral candidates in clinical, counseling, and school psychology. Theory and practice of psychological testing; focus on cognitive assessment. CCPX 5333 Practicum in Clinical Supervision and Consultation Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

CCPX 5333 - Practicum: Psychological Testing and Assessment

Limited to doctoral candidates in clinical, counseling, and school psychology. Theory and practice of psychological testing; focus on cognitive assessment.

CCPX 5334 - Practicum: Clinical work with children and adolescents

Limited to doctoral candidates in Clinical, Counseling, and School psychology. Psychological assessment of children and adolescents, including interviewing techniques, observational methods, and psychodiagnostic testing.

CCPX 5531 - Psychotherapy with children

Open to doctoral students in psychology; others by permission. Introduction to contemporary models of child psychotherapy. Emphasis will be upon a comparison of the theoretical foundations and techniques across paradigms.

CCPX 5532 - Clinical issues: Children from Diverse Backgrounds

Focus on current research on risk and resiliency factors developed from within epidemiological, social, and intrapsychic perspectives. Research findings are considered within the context of theories of development.

CCPX 5533 - Research methods in clinical psychology

Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

CCPX 5534 - Research Methods in Clinical Psychology

Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

CCPX 5535 - Research practicum in clinical psychology

Permission required. Supervised research in clinical psychology.

CCPX 5539 - Clinical assessment: The interview

Open ONLY to Doctoral students in Clinical Psychology providing intake services at the Dean Hope Center. Introductory didactic and practice seminar in clinical interviewing.

CCPX 5544 - Cross-cultural issues in psychopathology, resilience and coping

Examination of pathology and resilience in the context of cultural patterns of coping with developmental lifetasks and reactions to stress.

CCPX 5546 - Research perspectives on critical social problems

Open to master's and doctoral students. Exploration of research based upon the interface of social and clinical psychology and development projects. Topics include eating disorders across the lifespan, altruism and mental health, coping with the aftermath of genocide, terror, personal growth in the wake of trauma, and effects of disability on the individual and family.

CCPX 5610 - Clinical psychology colloquium

Clinical faculty and guest speakers. Permission required.

CCPX 5630 - Case conference

Permission required. Corequisite: CCPX 5333, CCPX 6335, CCPX 6336, CCPJ 5360, CCPJ 6360, or CCPJ 6364. For practicum students in the Dean Hope Center. All trainees must attend at least five conferences each term.

CCPX 6020 - History and systems of psychology

Survey of the history of psychology from the ancient Greeks to the present. Discussion of theoretical systems including Associationism, Structuralism, Behaviorism, Psychoanalysis, and Existentialism.

CCPX 6333 - Practicum in clinical supervision

Permission required. Seminar and supervised practice in the teaching and supervision of clinical assessment and intake.

CCPX 6335 - No Title Found in Banner

Permission required. For second-year doctoral students in clinical psychology, two semesters (3; 0-1 during summer). Supervised practice in psychotherapy as staff members of the Dean Hope Center.

CCPX 6336 - No Title Found in Banner

Permission required. Prerequisite: CCPX 6335. For third-year doctoral students in Clinical Psychology.

CCPX 6338 - Advanced Practicum in Clinical Intervention II

Permission required. Prerequisite: CCPX 6336. For fourth-year students in clinical psychology, two semesters, (0 or 1 points each semester).

CCPX 6430 - Internship in clinical psychology

For advanced doctoral students in clinical psychology. Experience under supervision in approved mental health agency. One year full-time or part-time equivalent.

CCPX 6530 - Experiential and short-term dynamic psycho-therapy

Permission required. For doctoral students in clinical, counseling, and school psychology. Focus on theoretical and technical aspects of short-term therapy; key concepts illustrated by clinical material presented by instructor and students.

CCPX 6531 - Psychological assessment and clinical practice

Permission required. Prerequisites: CCPX 5330, CCPX 5333. Emphasis on the interpretation of projective tests, and on the integration and reporting of multiple sources of assessment data.

CCPX 6900 - Advanced research and independent study

Permission required.

CCPX 7500 - Dissertation seminar

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

CCPX 8900 - Dissertation advisement

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate of each term.

HUDK 6520 - Development Over the Lifespan: Doctoral Seminar

Permission required. How people become socialized and how psychology deals with the process in terms of developmental concepts.

HUDM 5122 - No Title Found in Banner

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4122 or HUDM 4125.

HUDM 5123 - Linear models and experimental design

Prerequisite: HUDM 5122 or HUDM 5126. This course provides an overview of experimental design and analysis from the perspective of the general linear modeling framework. Topics include the incremental F test for model comparisons, dummy and effect coding, single and multiple factor ANOVA and ANCOVA, analysis of categorical outcome data via generalized linear models, and repeated measures. The course includes lab time devoted to computer applications.

ORLJ 5040 - Research methods in social psychology

Open only to qualified doctoral students in the behavioral or social sciences. Representative approaches to practice in the design, conduct, and analysis of research. Fall: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.

Counseling Psychology

Department of Counseling & Clinical Psychology

Program Description

The Ph.D. Program in Counseling Psychology reflects a scientist-practitioner training model whereby emphasis is placed on preparing professional psychologists who:

- (a) are competent in addressing problems associated with the adaptive functioning of human beings,
- (b) can successfully apply relevant research literature to client concerns, and
- (c) can contribute to the research knowledge base.

Our philosophy is consistent with many of the historical traditions in the field of counseling psychology, including (a) the optimal development and functioning of individuals, groups, and other systems (e.g., institutions, communities); (b) an appreciation of the strengths and uniqueness of individuals; (c) a belief in the unbounded potential of human beings; and (d) a respect for the integrity of all people. Our training philosophy strongly encourages students to adopt approaches to client treatment that consider the various contexts in which clients develop and operate. The Program also stresses the critical roles of self-exploration and personal reflection as components of professional development.

Central to our training model is the belief that academic scholarship and research are inseparable from professional practice. Hence, the Counseling Psychology Program recognizes the importance of preparing graduates who manifest the highest standards of excellence in academic or service delivery settings. Throughout our degree programs, we emphasize the integration of scientific psychology and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with effective use of self, and clarifying personal and professional identities. This integrative perspective implies the following assumptions:

1. Learning is an ongoing process and, as a result, students are responsible for being cognizant of issues and trends within the profession;
2. Learning occurs in a context that requires active consideration of individual differences and systemic factors; and
3. Professional development is often inseparable from personal growth.

Thus, students are continuously exposed to opportunities to examine the connection between scientific knowledge and professional practice. To highlight the importance of this integration, education and training in theory, inquiry, and practice occur concurrently throughout the program.

The academic curriculum of the degree programs provide students with numerous opportunities to develop professional and personal competencies associated with becoming counseling psychologists. In particular, extensive coursework, practical experiences, and other learning opportunities allow students to identify their strengths and assets with regard to their personal and professional development and to take risks to develop new competencies in various professional roles. The academic curriculum also reflects the importance of students (a) developing professional identities as ethical counseling psychologists, (b) being socialized into the profession of counseling psychology, and (c) contributing to counseling psychology as a specialty discipline as well as to the broader field of applied psychology.

The Counseling Psychology Program is also firmly committed to issues pertaining to multicultural diversity and seeks faculty members, staff, and students who reflect such diversity, including, but not limited to, race, ethnicity, gender, age, sexual orientation, socioeconomic status, religious/spiritual orientation, disability status, and national origin. Moreover, issues of human diversity are largely integrated throughout the entire curriculum and, indeed, throughout the entire program in that students are actively exposed to numerous opportunities to develop competence in addressing issues pertaining to cultural and identity group membership with various populations. The program also seeks to create a milieu of growth, collaboration, and collegiality among faculty, staff, and students with regard to respecting and affirming various dimensions of cultural diversity.

Thus the specific goals of the program and their associated competencies prepare students to work in a variety of settings with emphasis on education (e.g., colleges and universities), health (e.g., outpatient clinics, hospitals, nursing homes, etc.) and related agencies. With the help of a Faculty Advisor, students register for required and elective courses, which in light of their previous preparation, special needs, and career objectives, will prepare them appropriately. Depending on their area of concentration and level of training, graduates have found employment in universities, colleges, medical schools, elementary and secondary schools, adult basic education centers, employment and training centers, rehabilitation centers, hospitals, mental health centers, industry, senior citizens centers, and community and government agencies.

Regardless of the eventual work setting, students in the Program are expected by the end of their training to have achieved the following objectives:

1. Be capable of engaging in culturally-relevant and psychologically appropriate psychotherapeutic interventions that
 - (a) emphasize normal personal and interpersonal functioning,
 - (b) address dysfunction from a strengths-based perspective,
 - (c) consider developmental issues across the lifespan, and

- (d) consider the role of environmental and contextual issues in individuals' lives.
2. Be competent in conducting research and effectively applying research to their professional work.
 3. Possess the requisite foundations in core areas of professional psychology.
 4. Be ethical scientist-practitioners.
 5. Be socialized into the profession and able to contribute to counseling psychology as a specialty discipline, as well as to the broader field of applied psychology, through research, scholarship, conference presentations, and service.
 6. Demonstrate an understanding of persons, groups, and organizations in their environmental contexts, including cultural, social, economic, educational, occupational, and institutional contexts.
 7. Demonstrate multicultural competence in research and practice.
 8. Be able to work in a variety of professional practice settings.

Degrees

Master of Education

Psychological Counseling: Mental Health Counseling

Master of Education | NY State Licensure: Mental Health Counseling

Points/Credits: 60

Entry Terms: Fall

Degree Requirements

The Ed.M.degree in Mental Health Counseling is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. degree program must be conducted upon admission into the program; transfer credits will not be accepted thereafter. The Ed.M. degree could lead to the doctorate at Teachers College, and elsewhere—but usually with some loss of time and credits because of differences in emphases between master's and doctoral programs. Students who apply to the program during or after taking classes at Teachers College as a non-matriculated student can

transfer up to 12 points with no more than 8 points in the major if accepted as a matriculated degree student. Students who complete the Ed.M. degree are also welcome to apply for the M.A. en passant degree in Psychological Counseling which requires a minimum of 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the Psychological Counseling Program Handbook.

The Ed.M. Program in Mental Health Counseling is designed to prepare students for the position of psychological counselor in social agencies and organizations, schools, colleges, career counseling, rehabilitation, and mental health centers, hospitals, and other community and government agencies. The Program is dedicated to preparing counselors who facilitate normal and optimal development for individuals, groups, and organizations. Students are also trained in the assessment, evaluation, amelioration and treatment of socio-emotional disorders and dysfunctions. The objectives of the Program are to train counselors who:

1. provide culturally relevant and psychologically appropriate services in a variety of settings;
2. use research and evidence-based strategies in clinical and professional practice;
3. are socialized into the profession and committed to professional ethics and standards;
4. effectively participate in organizations and communities to promote the cognitive, emotional, social and educational well-being of individuals and groups;
5. understand and respect diversity and work effectively in multicultural social contexts to promote equity and help individuals and groups utilize internal and environmental resources to live more optimally.

All students in the Mental Health Counseling Ed.M. program (COUM) must take specific required courses in the following content areas:

- Human growth and development: HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education (1), CCPJ 5164, Multicultural Counseling and Psychology and one of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education (3) CCPJ 5164, Multicultural Counseling and Psychology (3); CCPJ 4050 Microaggressions in Institutional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3); CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3).
- Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371, Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3) or CCPX 5032, Adult psychopathology (3);
- Group counseling: CCPJ 5025, Group counseling (3)
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)
- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3); or HUDM 4120 Basic Concepts of Statistics (3)
- Research and program evaluation: CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)

- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)
- One year of supervised fieldwork: CCPJ 5260, Fieldwork in psychological counseling and rehabilitation (6 points total spread over two or three semesters);

Required courses often are scheduled in the afternoon and evening, so it is possible for students with flexible schedules to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the day and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. The length of program completion for part-time students varies with the number of points in which they enroll each semester.

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as counselors. Consult the Mental Health Counseling Student Handbook for further information about Ed.M. program requirements.

A special project is required in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.

The Comprehensive Exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

Psychological Counseling: School Counselor

Master of Education | NY State Initial: School Counselor

Points/Credits: 60

Entry Terms: Fall

Certification:

- NY State Initial: School Counselor

Degree Requirements

The Ed.M. in School Counselor is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. program must be conducted upon admission into the program; transfer credits will not be accepted thereafter. The Ed.M. degree could lead to the doctorate at Teachers College and elsewhere but usually with some loss of time and credits because of differences in emphases between master's and doctoral programs. Students who apply to the program during or after taking classes at Teachers College as a non-matriculated student can transfer up to 12 points if accepted as a matriculated degree student. Students who complete the Ed.M. degree are also

welcome to apply for the M.A. en passant degree in Psychological Counseling which is earned with a minimum of 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the School Counseling Program Handbook.

School counseling is one of several areas of specialization within the Ed.M. program in Psychological Counseling (COUS). It is a specialty that allows students to develop appropriate skills to deliver services that are specific to school settings, in addition to learning the essential functions generally found in the counseling profession. A graduate of this specialization is eligible for initial certification as a School Counselor in New York State after completing the program, including a series of specified courses. Consult the School Counseling Program Handbook for more information about the School Counselor specialization..

All students in the School Counseling Ed.M. degree program must take specific required courses in the following content areas:

- Human growth and development: HUDK 4022, Developmental psychology: Childhood (3); HUDK 4023, Developmental psychology: Adolescence (3); HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education(1), CCPJ 5164, Multicultural Counseling and Psychology and one of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education () CCPJ 4050 Microaggressions in Institutional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3); CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3). Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371, Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3) or CCPX 5034, Child psychopathology (3)
- Group counseling: CCPJ 5025, Group counseling (3)
- Fundamentals of School Counseling: CCPJ 4160 School Counseling for Children and Adolescents (3) and CCPJ 4170 College Admissions Counseling For School Counselors
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)
- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3) or or HUDM 4120 Basic Concepts of Statistics (3)
- Research and program evaluation: CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)
- One year of supervised fieldwork: CCPJ 5263, Supervised fieldwork in elementary school counseling (6 points total spread over two or three semesters); or CCPJ 5265, Supervised fieldwork in secondary school counseling (6 points total spread over two or three semesters).

School counselor students (COUS) also are also required to:

- Complete three workshops, one on school violence prevention, one on child abuse reporting and one in harassment, bullying, cyberbullying and discrimination. The workshops can be found online at <http://www.violenceworkshop.com> and www.childabuseworkshop.com.
- Complete a special project in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.
- Complete the comprehensive exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

Required courses often are during the day, so it might be difficult for some students to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the evening and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. The length of program completion for part-time students varies with the number of points in which they enroll each semester.

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as counselors. Consult the School Counseling Handbook for further information on elective coursework.

New York State Education Department (NYSED) mandates teacher and counselor certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Psychological Counseling: School Counselor (Online)

Master of Education | NY State Initial: School Counselor

Points/Credits: 60

Entry Terms: Summer

Certification:

- NY State Initial: School Counselor

Degree Requirements

The Ed.M. in School Counselor (Online Track; COUB program code) is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. program must be conducted upon admission into the program; transfer credits will not be accepted thereafter. The Ed.M. degree could lead to the doctorate at Teachers College and elsewhere but usually with some loss of time and credits because of differences in emphases between master's and doctoral programs. Students who apply to the program during or after taking classes at Teachers College as a non-matriculated student can transfer up to 12 points if accepted as a matriculated degree student. Students who

complete the Ed.M. degree are also welcome to apply for the M.A. en passant degree in Psychological Counseling which is earned at 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the School Counselor Program Handbook.

School counseling is one of several areas of specialization within the Ed.M. program in Psychological Counseling (COUS). It is a specialty that allows students to develop appropriate skills to deliver services that are specific to school settings, in addition to learning the essential functions generally found in the counseling profession. A graduate of this specialization is eligible for initial certification as a School Counselor in New York State after completing the program, including a series of specified courses. Consult the School Counseling Program Master's Student Handbook for more information about the School Counselor specialization.

All students in the School Counselor Ed.M. program (COUB) must take specific required courses in the following content areas:

- Human growth and development: HUDK 4022, Developmental psychology: Childhood (3); HUDK 4023, Developmental psychology: Adolescence (3); HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education (1), CCPJ 5164, Multicultural Counseling and Psychology and one of two of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education (3) CCPJ 5164, Multicultural Counseling and Psychology (3); CCPJ 4050 Microaggressions in Institutional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3); CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3).
- Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371, Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3); CCPX 5032, Adult psychopathology (3); or CCPX 5034, Child psychopathology (3)
- Group counseling: CCPJ 5025, Group counseling (3)
- Fundamentals of School Counseling: CCPJ 4160 School Counseling for Children and Adolescents (3) and CCPJ 4170 College Admissions Counseling For School Counselors
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)
- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3) or HUDM 4120 Basic Concepts of Statistics (3).
- Research and program evaluation: CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)

- One year of supervised fieldwork (maybe completed outside New York state upon consultation with the Program Director): CCPJ 52630, Fieldwork in psychological counseling and rehabilitation (6 points total spread over two or three semesters); CCPJ 5263, Supervised fieldwork in elementary school counseling (6 points total spread over two or three semesters); or CCPJ 5265, Supervised fieldwork in secondary school counseling (6 points total spread over two or three semesters).

School counselor students (COUB) also are also required to:

- Complete three workshops, one on school violence prevention, one on child abuse reporting and one in harassment, bullying, cyberbullying and discrimination. The workshops can be found online at <http://www.violenceworkshop.com> and www.childabuseworkshop.com
- Complete a special project in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.
- Complete the comprehensive exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

The School Counselor (online) program is offered in a distance learning format with courses being offered online in a synchronous and asynchronous modality. Teachers College uses the Canvas Learning Management System (LMS) for the online course environment, information about the course, and complete course assignments. Required courses often are scheduled in the morning, afternoon and evening, so it might be difficult for some students to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the evening and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. The length of program completion for part-time students varies with the number of points in which they enroll each semester.

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as counselors. Consult the School Counselor (online) Student Handbook for further information on elective coursework.

New York State Education Department (NYSED) mandates teacher and counselor certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Doctor of Philosophy

Counseling Psychology

Doctor of Philosophy

Points/Credits: 90

Degree Requirements

The program of study that follows is described in terms of full-time study. Some of the courses may be taken on a part-time basis. However, full-time study after the first 30 applicable credits is required unless the student can present persuasive evidence that his or her living and working circumstances have not prevented, and will not prevent, him/her from taking full advantage of the College's resources. Certain essential subjects and practica are offered only in the morning and early afternoon hours.

The doctorate degree is granted after successful completion of a minimum of 90 points of planned, sequential study beyond the bachelor's degree, of which at least 60 points must be taken at Teachers College. The doctoral program is accredited by the American Psychological Association and requires at least five years, including the equivalent of four years of academic study beyond the bachelor's degree and one calendar year of internship.

Please note that upon admission to the Ph.D. program in Counseling Psychology, students will receive a Doctoral Student Handbook for the Ph.D. program in Counseling Psychology which will provide updated policy, program features, and requirements. (The most recent handbook is available on the Program website). The program of study leading to the Doctorate in Counseling Psychology is guided by criteria adopted by the American Psychological Association for accredited programs in professional psychology.

The course of studies includes: scientific and professional ethics and standards; psychological measurement, statistics, and research design and methodology; knowledge and understanding of: (a) history and systems of psychology, (b) the biological basis of behavior, (c) the cognitive-affective bases of behavior, (d) the social bases of behavior (e.g., social psychology), and (e) individual behavior (e.g., personality theory and human development), intervention strategies and methods of inquiry; and preparation to undertake a doctoral dissertation.

In developing the necessary mastery of these areas, the student is expected to be attentive to the historical roots of counseling psychology, i.e., the study of individual differences, the vocational guidance movement and the mental health movement. Similarly, she or he is expected to be prepared for the probable future of counseling psychology in the areas of expertise represented by the faculty, especially the influence of social and cultural systems (home, family, workplace, and environment) on human development and change.

In addition to core requirements, courses in specific and specialized areas of counseling psychology are available. Courses in the department are supplemented by appropriate offerings in other Programs and Departments at Teachers College, and Columbia University.

Please note that satisfactory performance in the degree program is defined as no incomplete grades and no courses in which the grade earned is lower than B. Academic dishonesty and unethical behavior may be grounds for immediate dismissal from the program (master's or doctoral). Specific information regarding curriculum requirements are contained in the Doctoral Student Handbook. In addition to coursework, a number of other academic experiences are required.

Doctoral Certification

Candidacy as a doctoral student expires after a certain number of years. Ph.D. candidates must complete all degree requirements within seven years of first entering the program (six years if they have an applicable master's degree or 30 points of advanced standing prior to doctoral admission).

Counseling Psychology students do not become official candidates for the degree of Doctor of Philosophy until they have passed: 1) a College-Wide Psychology Research Methods Exam, and 2) a Program Comprehensive exam which includes both a written exam and the submission of a Research Competence project paper. The written exam covers several areas in Counseling Psychology, including: (1) theoretical concepts; (2) core psychology course work; (3) clinical interventions; (4) assessment in career work and personal/social counseling; (5) professional issues such as ethics, professional trends, and developments in counseling psychology. Cultural issues will be infused into the content questions in the exam. In addition, they must satisfy all other requirements for certification prescribed by the Office of Doctoral Studies (ODS). Students who fail to take the certification examination at the appropriate point in their studies are subject to certain penalties. Also there are evaluations done annually to facilitate students' timely completion of the Ph.D. degree (See Doctoral Student Handbook for more information).

Practicum and Externship

Practicum placements are available both on-campus and off-campus. The Dean Hope Center for Educational and Psychological Services (CEPS) is an in-house training clinic located at 657 528 Building. Students may petition program faculty to complete practicum placements off-campus and should contact the Fieldwork Coordinator for further information. A year-long externship placement may be required of students who do not obtain sufficient clinical hours during their practicum rotations.

Internship

For doctoral students only: Supervised experience in approved and appropriate agencies, institutions, and establishments. Students are required to petition faculty for internship training and must be approved to apply for an internship. Students must have completed all coursework during the academic year in which they are applying for an internship. Students must have passed all certification and comprehensive examinations as well as have an approved dissertation proposal.

The Dissertation

For most doctoral students, the completion of course requirements presents few problems. Successful completion of a dissertation is usually less easily managed. Unless carefully planned in advance, it can prove a difficult hurdle. Accordingly, the degree program has several built-in features designed to facilitate the formulation and successful execution of an acceptable dissertation proposal and assistance in completing the dissertation. These include the completion of a research competence project, the Dissertation Seminar course, and a Review of Research course.

Advanced Certificate

College Advising

Advanced Certificate

Points/Credits: 12

Entry Terms: Spring, Summer, Fall

Degree Requirements

As one of five programs focused on training college advisors nationwide, the Teachers College Advanced Certificate in College Advising equips dedicated counselors, educators, and other stakeholders to demystify the college admissions process. The Advanced Certificate program, offered online or in-person at Teachers College's New York City campus, features a specialized college-advising curriculum that trains culturally competent, diverse, and reflective college counselors who serve as agents of change and social advocates for reducing disparities in higher education.

Both the online and in-person degree program options provide the same curriculum and opportunities to study with exemplar faculty at Teachers College who are leaders in the field. The online program includes the added flexibility of an asynchronous format.

Program Coursework

The Advanced Certificate is non-degree and credit-bearing, meaning that students earn 12 graduate-level credits from Teachers College, Columbia University. To earn the certificate, participants must complete:

- 12 points of specialized curricular requirements which includes 3 required courses (College Admissions Counseling, Career Counseling, The American College Student)
- For their fourth course, students are welcome to take an elective course from a wide offering of courses in the college.

Core Courses

The Advanced Certificate has 4 core courses designed to provide students with a robust, in-depth, and experiential understanding of college advisement. These include:

CCPJ 4170: College Admissions Counseling

CCPJ 5062: Career Counseling and Development

Program Approved Elective

ORLH 4040: The American College Student

College Advising (Online)

Advanced Certificate

Points/Credits: 12

Entry Terms: Spring, Summer, Fall

Degree Requirements

As one of five programs focused on training college advisors nationwide, the Teachers College Advanced Certificate in College Advising equips dedicated counselors, educators, and other stakeholders to demystify the college admissions process. The Advanced Certificate program, offered online or in-person at Teachers College's New York City campus, features a specialized college-advising curriculum that trains culturally competent, diverse, and reflective college counselors who serve as agents of change and social advocates for reducing disparities in higher education.

Both the online and in-person program options provide the same curriculum and opportunities to study with exemplar faculty at Teachers College who are leaders in the field. The online program includes the added flexibility of an asynchronous format.

Program Coursework

The Advanced Certificate is non-degree and credit-bearing, meaning that students earn 12 graduate-level credits from Teachers College, Columbia University. To earn the certificate, participants must complete:

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- For their fourth course, students are welcome to take an elective course from a wide offering of courses in the college.

Core Courses

The Advanced Certificate has 4 core courses designed to provide students with a robust, in-depth, and experiential understanding of college advisement. These include:

CCPJ 4170: College Admissions Counseling

CCPJ 5062: Career Counseling and Development

Program Approved Elective

ORLH 4040: The American College Student

Sexuality, Women and Gender in Psychology and Education

Advanced Certificate

Points/Credits: 12

Entry Terms: Spring, Summer, Fall

Degree Requirements

Visit the Project Web Site

Overview

The Sexuality, Women, and Gender Certificate is the first program of its kind approved by New York State. The certificate combines 12 points of specialized curricular requirements, a research project, and a semester-long volunteer/service experience to help increase student competencies..

Students join educators, researchers, practitioners, and activists dedicated to enhancing the well-being of LGBTQ individuals and women.

Program Tracks and Courses

Starting this semester, students can either opt for the general certificate program or a more specialized curriculum by having a focused plan of study. The different foci of the certificate are:

A. General Focus

The certificate's required classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPX 4125 Women and Mental Health (original program of study as approved by NY State).

B. Reproductive And Maternal Well-being Focus

The certificate's core classes are CCPX 4125 Women and Mental Health and CCPX 4126 Mother Child Matrix.

C. LGBTQ Focus

The certificate's core classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPJ 4130 Transgender Issues in Counseling and Psychology.

Students must take nine points (e.g., three classes) within Counseling and Clinical Psychology (CCP) and six points (e.g., two classes) outside of the Counseling and Clinical Psychology Department. Additionally, students should register for zero points of independent study for their semester-long practicum/fieldwork (see below).

The following are a list of approved courses that may be used for the certificate program.

Counseling and Clinical Psychology (nine points, e.g., three classes)

- CCPJ 4050 Microaggressions in Institutional Climates
- CCPJ 4180 LGBT(Q) Issues in Psychology*
- CCPJ 4030 Transgender Issues in Counseling and Psychology
- CCPJ 4165 Consultation in Community Agencies and Resources
- CCPJ 5164 Multicultural Perspective in Counseling and Psychology
- CCPJ 4068 Counseling Women
- CCPX 4125 Women and Mental Health*
- CCPX 4126 The Mother-Child Matrix: Developmental and Clinical Implications
- CCPX 4036 Psychology of Human Intimacy

* Denotes that this course is available in an online format.

Courses Outside CCP (six points, e.g., two classes)

The following list is not comprehensive and continues to expand and grow each semester. Be sure to check the course catalog for updates.

- HUDK 5123 Psychological Development of Women
- HBSS 4122 Women's Health
- HBSS 4133 Human Sexuality Education*
- HBSV 4011 Women and weight, eating problems and body image
- C&T 4032 Gender Difference and Curriculum
- ITSF 5008 Gender, education and international development
- A&HB 4140 Latina Narratives
- A&HF 4130 Gender & Violence (3)

Students should register for zero points of independent study, via either of these course codes, when they complete their semester long practicum/fieldwork volunteer:

- CCPJ 6902 Independent Study (along with semester long practice/volunteer)
- CCPX 4900 Independent Study (along with semester long practice/volunteer)

Research Project

Students completing the certificate program will also be required to complete a research project that increases their knowledge and awareness of a chosen domain of interest (as it pertains to sexuality, women and gender). Some examples of appropriate research project topics include: understanding the relationship between minority stress and attachment satisfaction of sexual minorities; the impact of gender discrimination on career satisfaction of women in male dominated professions; understanding the link between first generation female college students and academic self-efficacy; understanding marginalization faced by partners of transgender individuals.

Semester Long Volunteer/Service Experience

The certificate program in Sexuality, Women and Gender is strongly committed to social justice and multiculturalism as it pertains to issues of equity and access for sexual and gender minorities and women. In the spirit of this commitment, all candidates for the certificate program will be expected to complete a semester-long volunteer/service experience in an agency that serves the aforementioned populations.

Faculty

Faculty

- Melanie Elyse **Brewster** Professor of Counseling Psychology
- Whitney **Erby** Assistant Professor of Psychology and Education
- George Vincent **Gushue** Professor of Psychology and Education
- Cindy Yi-Shan **Huang** Honorary Research Assistant Professor
- Marie L **Miville** Prof. of Psychology and Education, Vice Dean for Faculty Affairs
- Riddhi **Sandil** Associate Professor of Practice
- Laura **Smith** Professor of Psychology and Education
- Derald W **Sue** Professor of Psychology and Education
- Brandon L. **Velez** Associate Professor of Counseling Psychology

Emeriti

- Robert T **Carter** Professor Emeritus of Psychology and Education

Lecturers

- Jennifer **Chang** Full Time Lecturer
- Amanda **Donlon** Full Time Lecturer
- Tiesha Lashel **Finley** Lecturer
- Kiara Sharina **Manosalvas** Full Time Lecturer-Counseling Psychology
- Rebecca Frances **Reed** Lecturer

Adjunct Faculty

- Michael Jerome **Koski** Doctoral Supervisor
- Andrea Beth **Safirstein** Adjunct Associate Professor
- Gilbert B **Tunnell** Adjunct Associate Professor

Courses

CCPJ 4062 - Medical aspects of disabilities and rehabilitation

Limiting aspects of the major physical and emotional disabilities. Understanding and using medical knowledge in rehabilitation counseling.

CCPJ 4064 - Theories of Counseling

Approaches to counseling; theories and research findings; educational, vocational, and personal counseling; typical problems; illustrative cases.

CCPJ 4066 - Foundations of testing and accountability

Introduces students to foundational concepts/skills in testing, emphasizing the principles of design, selection, validation, and appropriate use of formal and informal assessment tools for classroom instruction and various other practice-based, research, clinical, and/or accountability contexts. The course is particularly geared towards educational practitioners and other professionals who use data from assessments to inform their day-to-day practices or for research.

CCPJ 4068 - Counseling and Gender

The class incorporates an inclusive liberatory approach for understanding gender and mental health related topics, including education and career, relationships, identity development, and affirmative therapy frameworks. Intersections of gender with race, ethnicity, gender identity, and socioeconomic status will be addressed throughout the course.

CCPJ 4070 - Counseling Linguistically Diverse Populations: Latina/o Psychology

This course will focus on gaining knowledge of the diverse demographic make-up of Latinos, including multiple races, ethnicities, cultures, values, beliefs, traditions, social classes, and reasons for immigration. Students will learn the psychosocial issues impacting Latinos in the US and culturally linked factors known to influence the therapeutic treatment process, including immigration, racism, poverty, and acculturation. The course will also cover the recent counseling research on culturally relevant psychological assessment instruments and empirically supported treatments for Latinos.

CCPJ 4160 - School counseling for children and adolescents

Principles and practices in the guidance of children and adolescents examined from a multidisciplinary and multicultural perspective with special emphasis on facilitating developmental processes of school, family, and community contexts. The role of the Guidance Counselor in developing preventive and rehabilitative interventions in urban and suburban schools/communities will be considered.

CCPJ 4165 - Consultation in community agencies and resources

Community services and programs in family and personal counseling, health and child care, mental health, career counseling, job placement, and service to the aged.

CCPJ 4560 - Professional and ethical issues in psychological counseling

Professional orientation for Ed.M. students in psychological counseling. Ethics and professional issues; employment opportunities and work settings (masters only).

CCPJ 4873 - No Title Found in Banner

An annual national conference where top leaders in education and psychology share their expertise.

CCPJ 4902 - Research and Independent Study in Psychological Counseling

No Description Found in Banner

CCPJ 5020 - Racism and racial identity in psychology and education

A review of the debate on the influence of race and racism on education, mental health, and other social sciences. Introduction of current theoretical and research developments which explore the influence and role of racial identity in individual development and professional practice.

CCPJ 5025 - Group Counseling

Prerequisite: Admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology. Students will explore the functions of group counseling in meeting client needs. Emphasis will be placed on theory and principles of group process and on the development of group skills through participation in class role-plays and in a group counseling experience. Attention to the practice of effective group leadership will also be addressed.

CCPJ 5060 - Assessment in Counseling Psychology

The course is designed to provide an overview of the basic principles, theories, issues and practices in the field of psychological testing. Tests of both cognitive and personality functioning will be included, with emphasis on identification of both problems and strengths.

CCPJ 5061 - Assessment in Counseling Psychology

Open only to doctoral students in Counseling Psychology. Students will explore a range of contemporary issues in testing and will also receive supervised testing experience in a hospital or clinic. This course is offered in the spring only for the students who have completed CCPJ 5060.

CCPJ 5062 - Career Counseling and Development

General concepts of career development and methods of assessment in career counseling. This course also highlights various issues related to the career development of diverse client populations in light of contemporary socio-political phenomena.

CCPJ 5063 - Psychological and cultural aspects of disability and rehabilitation

Personality theory and physical disabilities. Personality and environmental variables in the adjustment and rehabilitation process.

CCPJ 5064 - Marriage and family therapy: Theory and practice

Open to majors in counseling and clinical psychology and to others with appropriate backgrounds. The course focuses on the relationship between self and system. Integrative theory models based on systemic thinking are explored. Family systems approaches relevant to working with individual adults, children, couples, and families are studied. Illustrative cases are presented and discussed.

CCPJ 5065 - Psychology of the undergraduate: Issues for counseling and psychology

Theory and research on the psychological development of women and men. Focus on intellectual, psychosocial, moral, and vocational development with attention to the needs of special student groups and to the campus context and climate. Institutional structures and responses. Issues for counseling and education.

CCPJ 5164 - Multicultural counseling and psychology

Introduces students to a range of approaches used in psychology and other disciplines for developing therapeutic interventions across diverse racial, cultural, and linguistic groups. Examination of culturally indigenous perspectives of and approaches to mental health and healing. Introduction to culturally based counseling methods.

CCPJ 5165 - Racial-cultural counseling laboratory

Permission and application required. Prerequisites: Admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology; CCPJ 4064, CCPJ 5371, CCPJ 5025, and either CCPJ 5020 or CCPJ 5164. An advanced experiential skill-oriented and didactic course with limited enrollment (30) intended to provide insights into the racial, social, and cultural factors in the development of relationships in counseling. The course uses a minimum competence model focused on self-exploration and the use of counseling skills.

CCPJ 5260 - Fieldwork in psychological counseling and rehabilitation

Limited to second-year students in Ed.M. program in Psychological Counseling. Required: Written application by the last Wednesday in September for spring and summer and by the first Wednesday in February for fall and permission of the instructor. Supervised experience in various types of social agencies, rehabilitation agencies, career counseling centers, business establishments, educational institutions, and facilities serving the elderly. Normally a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Pre-reqs: CCPJ 4064, CCPJ 5371 and CCPJ 4560.

CCPJ 5263 - Supervised fieldwork in elementary school counseling

Limited to second-year students in Ed.M. program in Psychological Counseling specializing in elementary guidance. Required: Written application by the last Wednesday in September for spring and summer and by the first Wednesday in February for fall and permission of the instructor. Prerequisites: CCPJ 4064, CCPJ 5025, CCPJ 5062, CCPJ 5371; and either HUDK 4022, 4023, 4024 or HUDK 5029 (or approved substitutes). Normally, a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Special fee: \$20.

CCPJ 5265 - Supervised fieldwork in secondary school counseling

Limited to second-year students in Ed.M. program in Psychological Counseling specializing in secondary guidance. Required: Written application by the last Wednesday in September for spring and summer and by the first Wednesday in February for fall and permission of the instructor. Normally, a minimum of two semesters is

required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Pre-reqs: CCPJ 4064, CCPJ 5371 and CCPJ 4560.

CCPJ 5360 - Practicum in career and personal counseling

Limited enrollment. Required: Written application by April 15 and permission of the instructor. Pre-reqs: CCPJ 4064 and CCPJ 5371 and CCPJ 4560. Limited to second-year students (30 or more points) admitted to the Ed.M. program in Psychological Counseling. Supervised practice in vocational appraisal and short-term educational and personal/career counseling.

CCPJ 5368 - Supervision and teaching of counseling

Permission required. Prerequisite: Successful completion of appropriate practica in individual and/or group counseling. Experience in practicum supervision and related teaching activities under the guidance of a faculty member. Enrollment not limited to one term.

CCPJ 5371 - Foundations of counseling

Permission required. Limited enrollment. Prerequisite: For majors section, admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology, CCPJ 4064 completed or taken concurrently; for non-majors section, CCPJ 4064 recommended but not required. A laboratory experience for counselors and others in the helping professions. Practice in clarifying, understanding, and responding to personal communications. Graduated exercises and videotapes are used to develop counseling and interviewing skills and desirable counselor attitudes.

CCPJ 5372 - Foundations of counseling skills II

Permission required. Limited Enrollment. Continuing laboratory experience for helping professionals in further development of basic counseling skills with emphasis on increasing one's self-awareness and self-reflective ability. Practice and experience in attending, influencing and helping skills through in-class discussions, experiential activities, weekly journals, and counseling/clinical integration. Exploring assets and defenses that may facilitate or hinder therapeutic transactions.

CCPJ 5560 - Review of research and professional issues in counseling psychology

Required of and limited to doctoral candidates in counseling psychology. Exploration of theoretical and methodological approaches in counseling psychology.

CCPJ 6260 - Advanced fieldwork

Permission required. Limited to advanced students in the Ed.M. program in Psychological Counseling who have completed the regular fieldwork sequence in their area of concentration. Registration not limited to one semester.

CCPJ 6330 - Basic Doctoral Practicum 1

Open only to doctoral students in counseling psychology. Permission required and enrollment limited. Exposure to discussion of individual work with clients under supervision on a range of issues and problems and Case Conference attendance. Personal, social, relationship, educational, and vocational adjustment and developmental focus. Students seeing clients should register for 2 credits in Fall and 2 credits in Spring -- those without clients register for 0 credits in Fall and 0 in Spring.

CCPJ 6350 - Externship in Counseling Psych

Year-long placement in a field-setting for clinical experience. (Required for doctoral students). Students petition to be placed into a supervised two-day-a-week training site and see individual and group counselors. To apply, students must complete practicum sequence, pass certification/comprehensive examinations, and have completed most coursework. For students to be eligible for externship they need to have completed at least two years of coursework and three years of practicum. Externships involve students applying to affiliated programs (i.e., institutions and organizations with which we have established affiliation agreements). We require students to be on site for at least two days a week for eight to ten months, that the students be supervised by a licensed psychologist, and that the students be trained in individual and group modes of service delivery. This course requires a minimum of 27 hours per week of out of classroom work.

CCPJ 6360 - Advanced Doctoral Practicums 2 &

Open only to doctoral students in counseling psychology. Permission required and enrollment limited. For advanced doctoral candidates in counseling psychology. Course involves a weekly seminar, case conference presentation and attendance, client assignments with individual supervision, and exposure to a range of theoretical approaches to the clinical/counseling interview. Students register for 2 credits in Fall and 2 credits in Spring unless enrolled in an approved concurrent practicum experience (in which they may enroll for 1 credit per semester). This course requires at least 27 hours per week of out of classroom work.

CCPJ 6362 - Group practicum

Students must submit written application by the midterm date of the preceding semester. Limited to advanced students with appropriate backgrounds in group work. Students will practice group counseling skills in selective settings.

CCPJ 6363 - Advanced group and family systems practicum

Permission required. Prerequisites: CCPJ 5025. (Year Course). Advanced group supervision to provide service to clients in the Dean Hope Center and/or outside agencies.

CCPJ 6368 - Advanced supervision and teaching of counseling

Permission required. Supervision and related teaching activities for advanced doctoral students under the guidance of a faculty member. Registration not limited to one term.

CCPJ 6460 - Internship in Counseling Psychology

Permission required. For doctoral students in counseling psychology only. Super-vised experience in approved and appropriate agencies, institutions, and establishments. Students are required to petition faculty for internship training to be approved to apply for internship. Students must have completed all coursework during the academic year in which they are applying for internship. Students would have to have passed all certification and comprehensive examinations as well as to have an approved dissertation proposal.

CCPJ 6560 - Advanced Professional Issues

Students will familiarize themselves with a range of professional issues that affect their learning and development as counseling psychologists and will have the opportunity to explore topics not currently available in the curriculum. Limited to doctoral students in psychology.

CCPJ 6569 - Professional ethics and standards in psychology

Ethics and standards of psychological practice and research. Limited to doctoral students in psychology. Others by special permission.

CCPJ 6572 - Research Practicum in Counseling Psychology: Multicultural Competencies

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ 6573 - Race, Class and Inclusion

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ 6574 - Multicultural Perspectives on Social Attitudes, Identity, and Development

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ 6575 - Research models and procedures with racial/cultural emphases

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Students register for two consecutive terms.

CCPJ 6576 - Prevention, multicultural training, spirituality and counseling

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Students register for two consecutive terms.

CCPJ 6577 - Psychological interventions with older persons

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Students register for two consecutive terms.

CCPJ 6578 - Research practicum psychology undergrad major

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Students register for two consecutive terms.

CCPJ 6902 - Advanced Research and Independent Study in Counseling Psychology

No Description Found in Banner

CCPJ 7502 - Dissertation seminar

Permission required. Prerequisite: CCPJ 5560 and CCPJ 6572-CCPJ 6579. An advanced research course designed to facilitate the development of doctoral dissertations and presentation of plans for approval at all steps in the process. Required of all doctoral students before or after an approved proposal. Registration limited to two terms. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

CCPJ 7572 - Advanced research practicum in counseling psychology

Permission required. Prerequisite: CCPJ 6572-79. This course is a continuation of CCPJ 6572-79 and is only open to students who have completed two semesters of the prerequisite.

CCPJ 8900 - Dissertation Advisement

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term.